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ABSTRACT

The Secondary Summer School Programme encompassed four areas. Three of these, Regular Credit Courses, Advanced Credit Courses, and Language Assistance Courses, are considered in this report. Of those students attending Regular Credit Courses, 82% received a "Pass" mark and 18% received a "Fail" mark at the end of the summer programme. Participating students received, on the average, somewhat higher grades in the following January than they received in the preceding courses in June. Almost half of the students attending the Advanced Credit Courses received an "A" or a "B" as a final mark while only 8% failed. Grades received by participating students the following January were, on the average, slightly lower than those received in the preceding courses in June. The English of the "New Canadian" students in the Britannia Language Assistance Programme was, on the average, at the Grade Four level during the summer. The following February (1971), teachers considered that the English of most of these students was moderately acceptable, neither wholly satisfactory nor wholly unsatisfactory. There would seem to be a need to review present programmes with a view to providing more suitable schooling for "New Canadians". (Author)

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RESEARCH REPORT

An Evaluation of the Summer School Programme at the Secondary Level, Vancouver, B. C. 1970

April 1971

Marilyn J. Reid

Research Report 71-08

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Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
Vancouver 9, B. C.

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Of those students attending Regular Credit Courses, 82% received a "Pass" mark and 18% received a "Fail" mark at the end of the summer programme. Participating students received, on the average, somewhat higher grades in the following January than they received in the preceding courses in June.

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The English of the "New Canadian" students in the Britannia Language Assistance Programme was, on the average, at the Grade Four level during the summer. The following February (1971), teachers considered that the English of most of these students was moderately acceptable, neither wholly satisfactory nor wholly unsatisfactory. There would seem to be a need to review present programmes with a view to providing more suitable schooling for "New Canadians".

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Introduction

The summer school programme at the secondary level in Vancouver was originally designed to give students an opportunity to obtain credit for subjects failed during the regular school term, but it has gradually expanded to fit the growing needs of the student population so that it now encompasses

A. Regular Credit Courses,

B. Advanced Credit Courses,

C. Language Assistance Courses, and

D. Enrichment Courses.

It is the purpose of this study to evaluate only the first three of these, i.e., Regular Credit, Advanced Credit, and Language Assistance programmes. These will be dealt with separately. Enrichment courses are beyond the scope of this evaluation.

All Vancouver secondary schools were represented in these summer programmes and there were many students from private schools and from other public schools throughout the province of B. C.

Limitations of Study

Considerable difficulty was encountered in the follow-up. Hence, there was a reduction in the number of summer school students whose subsequent progress was examined. However, these students probably formed a fairly representative sample.

In the evaluation of the regular and the advanced credit programmes, June and January marks were recorded and changes noted in the subject area studied in the summer. If the summer course had no course directly succeeding it, one in a related area was considered for follow-up purposes.

A. REGULAR CREDIT COURSES

I. Objectives

The regular summer school is designed primarily for students who need to improve their standing and thereby obtain credit for a subject or subjects in which their June marks were down. It also serves those students who have been given a pass standing but who are still weak in a subject or subjects and wish to strengthen their standing for the coming year. A maximum of two courses is permitted and a student must have taken the course(s) previously.

In an effort to alter the emphasis of summer school from remedial to preparatory, all courses were completely revised. Thus, instead of attempting to review past work, the objective was to prepare the student for the next year's course, that is, a "head start" programme.

II. Participants

The classes were in session at Vancouver Technical and Kitsilano Schools for twenty school days from July 6 to July 31, 1970.

A total of 1,818 students from grades 8-12 attended the session. Of these 1,818 students, 1,211 took one course, and 607 attended two courses for a total of 2,425 "student-courses".

A tally was made for 1,164 students of their June marks in the subjects they studied during the summer:

38 or 3% received a "C-" or higher mark in June

264 or 23% received a "D" in June

862 or 74% received an "E" in June.

Nearly all of the participants entered the regular summer school with failing or near-failing marks in their chosen subjects.

III. Evaluation

Some indication of the success of the summer programme may be seen in the final marks. The only possible marks in this programme were "Pass" or "Fail". Of 2,417 students, 1,986 or 82% received a Pass mark, while 431 or 18% received a Fail mark. A further breakdown of this information by subject area can be seen in Table I.

In order to evaluate the effects of the intensive summer programme on the level of academic achievement in the following term the letter grades in June, 1970, at Summer School 1970, and in January, 1971, were recorded and analyzed. A change-in-grade index was computed by assigning a number (see Appendix A) to each student's June and January grades in the same subject area he studied in the summer programme. A distribution of letter grade changes for each summer school course is shown in Table II.

TABLE I: INCIDENCE OF STUDENTS PASSING AND FAILING REGULAR CREDIT SUMMER SCHOOL BY COURSES, VANCOUVER, SUMMER 1970.

Course	Total in Group	No. Passed	No. Failed	% Passed	% Failed
English 8	115	89	26	77	23
English 9	126	115	11	91	9
English 10	111	92	19	83	17
English 11	78	65	13	83	17
English 12	53	45	8	85	15
French 8	78	65	13	83	17
French 9	124	98	26	79	21
French 10	128	97	31	76	24
French 11	74	60	14	81	19
Mathematics 8	193	149	44	77	23
Mathematics 9	203	169	34	83	17
Mathematics 10	187	138	49	74	26
Mathematics 11	190	161	29	85	15
Social Studies 8	60	45	15	75	25
Social Studies 9	60	54	6	90	10
Social Studies 10	63	53	10	84	16
Social Studies 11	71	54	17	76	24
Science 8	84	79	5	94	6
Science 9	127	97	30	76	24
Science 10	109	100	9	92	8
Physics 11	24	19	5	79	21
Chemistry 11	56	49	7	88	12
Biology 11	51	45	6	88	12
General Math. 8	1	1	0	100	0
General Math. 9	4	4	0	100	0
General Math. 10	9	8	1	89	11
General Math. 11	4	4	0	100	0
Business Math. 12	1	1	0	100	0
Latin 9	3	2	1	67	33
Office Orientation 12	1	1	0	100	0
Office Practice 12	2	2	0	100	0
General Business 11	4	4	0	100	0
General Business 12	1	1	0	100	0
Typing 9	11	11	0	100	0
Typing 11	7	6	1	86	14
Shorthand 10	1	1	0	100	0
Shorthand 11	1	1	0	100	0
Bookkeeping 11	1	0	1	0	100
Bookkeeping 12	1	1	0	100	0
Totals	2,417	1,986	431	82%	18%

TABLE II: CHANGES BETWEEN JUNE 1970 AND JANUARY 1971 MARKS FOR STUDENTS IN REGULAR CREDIT COURSES.

Course	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	Totals
English 8		3	6	12	9	15	17	2			64
English 9	2	2	4	9	28	19	14		1		79
English 10		2	4	10	25	11	12	2	1		67
English 11		2	2	9	5	9	10	1			38
French 8				1	1	17	11	4	1		35
French 9		1	4	9	15	16	19				64
French 10			1	6	10	20	29				66
French 11		1		2	1	3	2				9
Mathematics 8		1	4	13	17	33	35	8			111
Mathematics 9		4	8	17	21	35	41	5	2		133
Mathematics 10	1	2	5	18	25	28	29	10			118
Mathematics 11			2	2	7	13	16	10			50
Social Studies 8			1	6	6	8	6			1	28
Social Studies 9			2	4	7	7	5				25
Social Studies 10		2	2	5	5	8	4	1			27
Social Studies 11			4	2	6	4	6		1		23
Science 8			1	5	3	17	18	2			46
Science 9		2	5	9	13	16	15	2			62
Science 10				6	17	12	9	2			46
Physics 11				2	2	5	5				14
Chemistry 11				4	6	10	4	4			28
Biology 11			1	3	1	3	4	1			13
General Math. 8							1				1
General Math. 9				1	1						2
General Math. 10					1	1					2
Latin 9					1	1					2
General Business 11				1	1			1			3
Typing 9				2		2	1				5
Typing 11					1						1
Shorthand 10				1							1
Bookkeeping 11							1				1
Totals	3	22	56	159	235	313	314	55	6	1	1, 164

A comparison of letter grades showed an average change as follows:

Mathematics	+ 1.17	(N = 417)
English	+ 1.69	(N = 248)
Science	+ 1.11	(N = 209)
French	+ 1.08	(N = 174)
Social Studies	+ 1.61	(N = 103)

The change-in-grade index was computed for all students and the average (mean) computed. The results indicate that the average change in grade for 1,164 students from June to January was + 1.32. Relationships between summer marks and marks from June and January were not calculated because the summer marks were in only two categories, "Pass" and "Fail", which made comparisons with a seven-point scale difficult and rather meaningless.

It should be noted that the average mark in June prior to the summer programme was little better than an "E" and it was impossible for most students to get a lower mark. The characteristics of the population and the statistical method predetermined that any resulting change would be in a positive direction. In January, the average for this group was still little better than a "D".

In general, students who had attended the intensified summer programme achieved at a level somewhat higher in the following term than they did in June. This finding should be interpreted conservatively because of the reasons cited above.

B. ADVANCED CREDIT COURSES

I. Objectives

The Advanced Credit Summer School is a programme in which a student may enroll for academic credit in an advanced course in an attempt to accelerate himself in one subject area. It operated at Eric Hamber Secondary School for 25 school days from July 6 to August 7, 1970.

II. Participants

A total of 351 students from grades 8-12, representing almost every secondary school in Vancouver, attended the session.

A tally was made for 137 students of their June marks in the subject areas they studied in the summer:

41 or 30% received an "A" in June
39 or 28% received a "B" in June
18 or 13% received a "C+" in June
27 or 20% received a "C" in June
3 or 2% received a "C-" in June
8 or 6% received a "D" in June
1 or 1% received an "E" in June.

The calibre of students was high with well over half of the entering students rated "B" or "A" in their chosen subject.

III. Evaluation

Some indication of the success of the programme may be seen in the final marks obtained by all 351 students:

77 or 22% received an "A" at summer school
84 or 24% received a "B" at summer school
57 or 16% received a "C+" at summer school
63 or 18% received a "C" at summer school
41 or 12% received a "P" at summer school
29 or 8% received an "I" at summer school.

From the above it can be seen that while only 8% failed, 46% received an "A" or a "B" letter grade. A further breakdown of this information by subject appears in Table III.

TABLE III: DISTRIBUTIONS OF MARKS IN ADVANCED CREDIT COURSES, VANCOUVER, SUMMER 1970.

Course	A	B	C+	C	P	I	Totals
English 9		2		2	2	1	7
English 10	1	4	2	3	1	3	14
English 11	3	4	4	4	1		16
English 12	2	3	8	5	2	2	22
French 9	8	5		9		3	25
French 10	6	3	2	5		3	19
French 11	4	3	7	2	2		18
Mathematics 8	1						1
Mathematics 9	2	1	3	4	4	1	15
Mathematics 10	2	3		7	5	3	20
Mathematics 11	13	5	2	4		1	25
Social Studies 9			1				1
Social Studies 10	1	4		1	1		7
Social Studies 11	15	13	5	7	6	3	49
Science 9	2			3			5
Science 10	3	10		2	1	2	18
Physics 11	6	9	8	1	1		25
Chemistry 11	2	7	3	2	7	4	25
Biology 11	6	7	11	1			25
Typing 9				1	3	2	6
Typing 10					2	1	3
Typing 11		1	1		3		5
Totals	77	84	57	63	41	29	351
Percentages	22%	24%	16%	18%	12%	8%	100%

In order to evaluate the effects of the intensive summer programme on the level of academic achievement in the following term the letter grades in June 1970, at summer school 1970, and in January 1971, were recorded and analyzed. A change-in-grade index was computed by assigning numbers (see Appendix A) to each student's June and January grades in the subject area he studied in the summer programme. A distribution of letter grade changes for each summer school course is shown in Table IV.

TABLE IV: CHANGES BETWEEN JUNE 1970 AND JANUARY 1971 MARKS FOR STUDENTS IN ADVANCED CREDIT COURSES.

Course	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	Totals
English 9					1	1	3					5
English 10				1	1	5	2			1		10
English 11		1				2	1			1		5
English 12				1		1	1	1				4
French 9					1	4	1	1				7
French 10						3	5	1	3			12
French 11						2	1	2				5
Mathematics 9						1	2	4	1			8
Mathematics 10			1	2	4		1	2	2			12
Mathematics 11					1	1	1	1	1	1		6
Social Studies 10						4			1			5
Social Studies 11					2	1	1					4
Science 9						2						2
Science 10					2	6		2	1	1		12
Physics 11					1	3	5	4	1			14
Chemistry 11	1				2	2	2	2	2		1	12
Biology 11				1	2	6	3	1				13
Typing 10							1					1
Totals	1	1	1	5	17	44	30	21	12	4	1	137

A comparison of letter grades showed average reductions as follows:

Mathematics	- 0.84	(N = 26)
English	- 0.29	(N = 24)
Science	- 0.66	(N = 53)
French	- 0.95	(N = 24)
Social Studies	- 0.22	(N = 9)

The change-in-grade index was computed for all students and the average (mean) computed. The results indicate that the average change in grade from June to January for 137 students was - 0.66, a lowering of more than half a grade. The mean change between June and summer was - 0.35 (N = 221) and the mean change between summer and January, - 0.15 (N = 143).

It should be noted that most of the June marks were high. It was impossible for most students to have a markedly positive change. The characteristics of the population and the statistical method predetermined, to some degree, that any resulting change would likely be in a negative direction.

In general, students who had attended the intensified summer programme achieved at a level somewhat lower in the following term than they did in June. This finding should be interpreted cautiously because of the reasons cited above.

C. BRITANNIA LANGUAGE ASSISTANCE PROGRAMME

I. Objectives

The summer Language Assistance Programme was initiated to help recent immigrants upgrade their spoken and written English. Classes were organized in small groups and used an "experience" approach to English language development. Students chose either morning or evening classes (the latter accommodated those students who were working during the day). Afternoons were kept open for field trips which were organized for both pleasure and enrichment, but the primary objective of these

was to help familiarize the students with Canadian industry, municipal government, and the Canadian way of life.

The classes were in session at Britannia Secondary School for one and one-half hours on each of twenty school days from July 6 to July 31, 1970.

II. Participants

A total of 135 students ranging in age from 12 years to 27 years attended the session. While many of these people also attended regular school, a good number of them for various reasons did not. Length of time in Canada ranged from a few days to more than 16 years. The length of study of English prior to coming to Canada varied from none to many years. For well over 50% of these students, Chinese was their native tongue. Many other languages were represented in the remainder. In order to enable some 35 students who, for financial reasons might otherwise have been unable to attend, scholarships were awarded to cover fees.

While some testing was done in an attempt to evaluate the programme, a number of major difficulties arose, and the resulting data are of very limited value. The only noteworthy finding was that the mean functioning levels of the students on the Metropolitan Achievement Test, Elementary Battery, were approximately at the Grade Four level. The mean grade-equivalent scores on the Reading subtests of the Metropolitan Achievement Test, Elementary Battery (Form B) given in July 1970 were:

Word Knowledge	4.4	
Word Discrimination	4.4	(N = 94)
Reading Comprehension	5.1	

III. Evaluation

An attempt was made to assess the current facility with English of those people who attended the Language Assistance Programme at Britannia Secondary School during the summer of 1970. However, it wasn't easy to locate the students and, accordingly, only students currently enrolled in Vancouver public schools were traced. For an assortment of reasons, there were many of these who could not be included. However, data were available for 77 of the original 135 students.

A letter was sent to the home school of each student requesting that the English teacher make an assessment of the student's facility with English in the areas of Listening Comprehension, Speaking, Reading, and Writing, using a five-point scale ranging from unsatisfactory to satisfactory (unsatisfactory 1 2 3 4 5 satisfactory).

These ratings were completed in early February 1971, and means were calculated.

Listening Comprehension	3.4
Speaking	3.0
Reading	3.1
Writing	2.8

Of the 77 students, the numbers rated totally unsatisfactory ("1"), or totally satisfactory ("5"), are indicated below by category.

	Listening Comprehension	Speaking	Reading	Writing
No. of "1's"	4 (5%)	6 (8%)	7 (9%)	7 (9%)
No. of "5's"	12 (16%)	5 (6%)	6 (8%)	2 (3%)

Of the group of 77 students, 3 of these (4%) received all "1's" (i.e., "unsatisfactory" in all areas), while no one received all "5's" (i.e., "satisfactory" in all areas).

It can be seen from the above statistics that only a minority of students received ratings at either end of the scale, that is, few persons were considered to be completely satisfactory or completely unsatisfactory in any of the areas. The majority received ratings in the middle areas of the scale with all four of the mean ratings being not far from the mid-point of 3. Nevertheless, some relative differences are apparent. The highest achievement was in Listening Comprehension. This is not surprising since the acquiring of a second language follows a pattern similar to that of language development in early childhood. Listening comprehension is the first step in language and it develops most easily, while writing presents the greatest difficulty.

The overall mean was 3.1, which suggests that teachers find the English of most of these students to be neither wholly satisfactory nor wholly unsatisfactory. In other words, their English would appear to be moderately acceptable, yet there is room for considerable improvement. It would seem that most of these students need more help in improving their English.

In conclusion, students who attended the Britannia Language Assistance Programme during the summer of 1970 are still not entirely satisfactory in their facility with English. The mean rating in all areas of the use of English was close to the mid-point between being unsatisfactory and satisfactory.

IV. Further Considerations

Many "New Canadian" students attempting to work at the secondary school level are handicapped because their English, on the average, is only at the Grade Four level. In view of this it is unrealistic to expect them to succeed at regular secondary school work.

The kinds of schooling provided in some instances for these students are not ideally suited to their needs. There would seem to be a need to review present programmes, with a view to providing more suitable schooling for "New Canadians".

Many, if not most of these students, cannot really afford the cost of attending the summer programme. Also, it is rather short, lasting only four weeks for one and one-half hours each day. Perhaps this summer programme should operate for a longer period, say six weeks; have a longer school day; and be offered at no charge to the students.

Many students are unwilling to pay money for something as nebulous as improving their English. They want something concrete to show for their money and efforts. Perhaps consideration should be given to making this a credit course.

If such a programme is to be evaluated, plans for the evaluation should be made well in advance. Objectives should be clearly defined. Tools of the assessment should be appropriate and chosen with the objectives in mind. Possibly tests which measure facility with the English language will have to be developed locally if appropriate ones are not otherwise available. Even so, it should be anticipated that if the programme remains unchanged, little improvement is likely to be found over such a short period of time.

APPENDIX A

NUMERICAL INDEX FOR CHANGES IN LETTER GRADES

Letter Grades with Corresponding Numbers:

7 = A
6 = B
5 = C+
4 = C
3 = C-
2 = D = P = S
1 = E = F = U = I

Legend:

P = Pass
S = Satisfactory
F = Fail
U = Unsatisfactory
I = Incomplete

Change:

From	To	Equals
A	B	-1
B	A	+1
A	C	-3
C	A	+3
B	C	-2
C	B	+2
D	C-	+1
C-	D	-1